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AUTHOR	Johnson, Rhoda Barge
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ABSTRACT

Career attainment levels of black college graduates and predictors of career attainment were studied. Attention was directed to the effect of college control (public/private), college racial composition (traditionally black institutions--TBI and predominantly white institutions--PWI), college grade average, and parents' socioeconomic status on educational attainment, occupational status income level, and job satisfaction. Questionnaires were administered to 210 black graduates from selected four-year Alabama institutions. Multivariate techniques were employed to determine the amount of variance in career attainment that was attributable to the characteristics of the graduates and the institutions they attended. Findings include the following: the reputation of the institution was rated as very important; a large majority of graduates reported that they were employed as professionals, technical workers, or administrators; private PWI graduates were more likely to have jobs with higher occupational status scores, while private TBI graduates were more likely to earn higher incomes; and the first jobs with the highest status and income levels were likely to go to graduates with the highest overall grade point averages. A literature review, questionnaire, and bibliography are included. (SW)

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FACTORS RELATED TO THE POSTBACCALAUREATE CAREERS OF BLACK GRADUATES OF SELECTED FOUR-YEAR INSTITUTIONS IN ALABAMA

by

Rhoda Barge Johnson
Department of Sociology
Tuskegee Institute

Southern Education Foundation
811 Cypress Street
Atlanta, Georgia
May, 1982

FOREWORD

The Southern Education Foundation and the family philanthropies which preceded it have had a special and continuing interest in the education of black Americans for more than a hundred years. The Foundation has been concerned particularly with programs aimed at increasing and improving higher education opportunities for blacks in the South.

In April, 1974, the SEF Board of Directors established an in-house project, the Higher Education Program, to address issues which were surfacing as a result of the then Adams v. Richardson case. Under this higher education component, the Foundation supported coalitions formed by citizens to monitor state desegregation plans, sponsored conferences and workshops, published papers, monographs and documents, and awarded general grants which focused specifically on achieving equity in higher education in the ten states affected by the Adams case.

In September, 1978, the Higher Education Program proposed concentrating a major portion of its allocation on a Research Task Force which was formed to plan a research agenda for the Foundation and to commission research projects. This body of seven educators has commissioned 17 studies since its inception; this document is presented as the sixth of the research efforts. The first report, A STUDY OF TITLE III IMPACT ON HISTORICALLY BLACK INSTITUTIONS, written by Dr. Cameron Fincher, Institute of Higher Education, University of Georgia, is available to the public at no cost. The following reports may be purchased from the Foundation for $4.00 each: RECENT COLLEGE AND UNIVERSITY ENROLLMENT PATTERNS OF BLACK STUDENTS IN STATES AFFECTED BY ADAMS-CALIFANO LITIGATION, written by Dr. William Brazziel, University of Connecticut, and Marian Brazziel, Mansfield Center, Connecticut; ACCESS, RETENTION AND PROGRESSION OF BLACK STUDENTS THROUGH THE TWO-TIER FLORIDA HIGHER EDUCATION SYSTEM, by Dr. Charles M. Grigg, Florida State University; BLACK EMPLOYEES IN TRADITIONALLY WHITE INSTITUTIONS IN THE ADAMS STATES: 1975 to 1977, by Dr. Anne S. Pruitt, Ohio State University; and, DETERMINING THE COLLEGE DESTINATION OF BLACK STUDENTS, by Dr. Gail E. Thomas and Dr. Jomills Henry Braddock II.

Copies of this report and subsequent publications will be available at a cost of $4.00 each.

Thank you.

Southern Education Foundation
811 Cypress Street, N.E.
Atlanta, Georgia 30308
(404)881-0875; 881-8017

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CHAPTER 1
INTRODUCTION

As a component of the Southern Education Foundation Higher Education Research Series, this investigation was initiated as a response to the need to understand more about the impact of the dual system of higher education on black graduates. While the 18 Adams states* have been directed by the courts to eliminate their state-supported dual systems, a concern has been that the intent of the directive may be different from its actual impact. For example, the Adams states were directed to enhance the role of traditionally black institutions (TBI's, those institutions that have a history of providing a college education to the black student), but questions have been raised about the future of TBI's if the dual systems are actually eliminated. Blackwell (1981) presents evidence to suggest that the Adams directive may have had little impact on the access that black students actually have to higher education, especially in the professions. Given these concerns, this research is based on the assumption that the dual systems cannot be effectively eliminated until more is understood

*Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Ohio, Oklahoma, Pennsylvania, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

about the type of academic institution attended and the characteristics of its' graduates.

The study of the advantages of attending one institution over another has been difficult because the criteria used to evaluate an institution seem to vary depending on whether the advocate is for TBI's or for predominately white institutions (PWI's). PWI proponents (Jencks and Riesman, 1967, 1968; Sowell, 1972) are likely to stress the PWI's faculty, library facilities, student-faculty ratio, or research efforts while TBI advocates (Thompson, 1973; Willie and Edmonds, 1978; Morris, 1979) are likely to emphasize the unique tradition and contribution of TBI's to black students and the society. Although each institution has some advantages, the major factor which differentiates TBI's and PWI's is money. As an administrator was quoted as saying (Time, 1982:71), "All the money in the world can't create a great university. But you can't create a great university without it".

Since PWI's generally have more money than TBI's, they have usually been considered the better academic institutions. What remains unclear is whether these better academic institutions produce better graduates. It is proposed that a more equitable comparison of academic institutions within the dual system of higher education would be to

examine the career attainment of black graduates.

RESEARCH OBJECTIVES

This study addressed two general questions: What are the actual career attainment levels of the black graduates? Second, what are the best predictors of career attainment--the characteristics of the graduates or the characteristics of the academic institutions? More specifically, the study examined the effect of college control (public/private), college racial composition (TBI/PWI), college grade average, and parents' socioeconomic status on educational attainment, occupational status, income level, and job satisfaction. Although a career means much more than a job or occupation, this study limited the analyses to those aspects of career attainment that could be most effectively evaluated and measured. The graduates' lifestyles, for example, were not examined. Questionnaires were administered to 210 black graduates from selected four-year institutions in Alabama. The data were analyzed to help provide answers to the two basic research questions. Multivariate techniques were used to determine the amount of variance in the career attainment of the graduates that was attributable to the characteristics of the graduates and the characteristics of the academic institutions.

OVERVIEW OF RELEVANT LITERATURE

A review of the literature indicates that college does make a difference to the career chances of blacks and that blacks have taken advantage of the opportunities to obtain a college degree in ever-growing numbers. Black students were also less likely than white students to allow lower test scores or lower family status keep them from obtaining a college degree or reaping the benefits of that degree.

Empirical findings indicate that a positive relationship exists between educational level and occupational prestige and income level. A college degree is believed to be an important factor in obtaining a prestigious occupation with a high income level (Blau and Duncan, 1967; Berg, 1970; Hauser, 1970; Stolzenberg, 1975; U.S. Bureau of the Census, 1979). The belief in the power of education to improve life chances is also well-documented (e.g. Blau and Duncan, 1967; Epps, 1972; Jencks et al., 1972; Gurin and Epps, 1975). Other researchers (Ladinsky, 1967; Collins, 1969; Perrucci and Perrucci, 1970; Reed and Miller, 1970; Wolfle, 1971) have suggested that receiving a college degree from a prestigious, selective and/or quality academic institution may be as important to postbaccalaureate careers as graduating from college.

What has perplexed researchers over the years has been the faith that blacks have had in education. Blau and Duncan (1967:212) hypothesized that it would seem that blacks would have less "incentive than whites to acquire education and to make the serious sacrifices that doing so entails" because approximately the same amount of investment in education yields significantly less in occupational status for nonwhites than for whites.

Despite the discrepancy in the incomes of blacks and whites, the educational attainment of blacks has been rising faster than that of whites over the last 80 or so years (Sewell and Hauser, 1974). Based on a series of studies of 10 TBI's from 1964 to 1970, Gurin and Epps (1975) reported that while black students had a realistic view of problems that they might encounter in getting a job, they remained committed to staying in school and obtaining their degrees even if they had to work and borrow to continue their education. Jencks (1972, 1979) also reported finding that blacks wanted more schooling than whites with comparable test scores and academic background and seemed to benefit more from a college degree than whites. According to Thomas (1981), empirical evidence suggests that while whites were more likely to attend college than blacks, if family status and achievement test scores were held constant, blacks were more likely to attend college than whites.

Although the debate about the relative advantages of one degree over another has been going on for years, data on the impact of attending TBI's or PWI's are just being analyzed. Using a national probability sample of recent college graduates of PWI's and TBI's, Braddock and Crain (1982) examined the benefits and costs of one degree over another. Their preliminary analyses indicated that there were occupational and income advantages to attending PWI's for black males while graduating from TBI's seemed to provide income and occupational benefits to females.

While the preliminary findings about the advantages of one degree over another have been inconclusive, there is substantial support for the contention that the prestige or status of an academic institution has an effect on career opportunities. Researchers (Caplow and McGee, 1958; Crane, 1970; Long et al., 1979) have consistently found a substantial correlation between the prestige of a graduate's school and the prestige of the employing agency or industry. Crane reported that while past performance was found to be the best predictor of future performance, the prestige of doctoral origin was given more weight by recruiters.

Research (Berg, 1970; Stolzenberg, 1975) indicated that employers used advanced schooling and the prestige of the

degree as indicators of worker value or productivity. Despite the findings by Astin (1969) and Crane (1970) that there was no significant relationship between the status or quality of a university and student achievement or performance after graduation, some employers still appeared to use degrees from prestigious institutions as an index of the employee's potential performance.

This review shows that blacks have obtained a higher education without coming from privileged families or without having high standardized test scores. If standardized tests are, as Bailey (1979) suggests, an indication of the quality of an academic institution, then the achievement of blacks is a direct threat to the stratification system in education. According to Morris (1981), the hierarchy has been consciously developed, and the standardized test is used to screen out those who do not meet the standards of the prestigious institution. If this is the case, the reduction in funds for higher education may be a response to the non-traditional successes of black graduates and not the failures of affirmative action programs. This does not mean that there is a conspiracy to block access to higher education, but questions must be raised about the timing of such reductions when the possibility of reducing inequality among college graduates seems so close.

SUMMARY

Based on the research just reviewed, it must be concluded that a complex relationship exists among the following variables: characteristics of graduates, characteristics of undergraduate institution, parents' status, and postbaccalaureate career attainment. Receiving a college degree does seem to be crucial to occupational status and income level, but the characteristics of the institution and the characteristics of the individual graduate may also have an influence on career status. The value of a college degree from a particular institution seems to be related to the fact that the institution is selective, and employers use the degree as an indicator of the potential performance or value of a particular worker.

CHAPTER 2
METHODOLOGY

In order to measure the impact of the independent variables (parents' socioeconomic status, college racial composition, college control, and graduates' grade average) on the dependent variables (occupational status, yearly income, job satisfaction, and additional education), questionnaires were mailed to 324 black graduates of selected four-year institutions in Alabama. After four follow-up mailings 210 usable questionnaires were returned. This represented a 65 percent overall return rate. Response rates by characteristics of institutions were as follows: private TBI, 57 percent; public TBI, 63 percent; private PWI, 54 percent; and public PWI, 77 percent.

SAMPLE AND INSTRUMENT

Any measure of the benefits of attending one academic institution over another must consider the noncomparability of TBI's and PWI s. Publicly controlled PWI's are generally much larger and are able to provide a wider variety of fields of study and services than the average publicly controlled TBI. To control for this factor, a private PWI was selected which compared with the TBI in terms of size. The

problem of using data from private PWI's has been that there are often small numbers of black graduates from these colleges and universities. This study was no exception. While the 100 graduates of the other institutions were randomly selected from lists of graduates from 1974 through 1978, the number of identifiable black graduates of the private PWI was so small that questionnaires were sent to each one of the 24 black graduates. The five year period, 1974-1978, was selected because it would provide a large pool of graduates from which to sample. The time of graduation was important because there should be sufficient numbers of graduates from PWI's, but each graduate should have had at least two years after graduation to pursue a career or to obtain additional education.

The questionnaire was developed, pre-tested using 25 graduates of a private TBI, and revised. The items in the instrument were selected to obtain the following data: demographic information and attitudes about college, jobs, and postbaccalaureate careers in general (for the complete questionnaire, see Appendix A).

VARIABLES

An overview of the literature on who gets ahead and why indicates that the type of college attended, family background, academic ability or cognitive skills may all play a

role in occupational status and income after graduation. This section provides information on how the variables were measured.

College Racial Composition/College Control (D1-D3)

Dummy variables were used to measure the influence of college racial composition (TBI and PWI) and college control (private and public) on the dependent variables. From the four categories, three dummy variables were created. The fourth category (Private PWI) was suppressed so that the influence of the interaction of the two variables could be measured. The dummy variables were coded as follows:

	Dummy Variables		
	D1	D2	D3
Private TBI	1	Ø	Ø
Public TBI	Ø	1	Ø
Public PWI	Ø	Ø	1
Private PWI	Ø	Ø	Ø

Parents' Socioeconomic Status (SES)

An index was constructed to measure the status of the graduate's parents. Many studies (e.g., Blau and Duncan, 1967; Jencks et al., 1972; Jencks et al., 1979) have looked at the impact of the father's status on the son's status, but they have virtually ignored the status of the mother. The status of the mother was included as a component of

this index. The parents' educational status (ranging from 1=eighth grade or less to 9=graduate or professional degree) was added to the parents' occupational status (ranging from 1=service work to 9=physician). The index ranged from 1 to 36. The index was found to be highly correlated with the parents' occupational status and educational status.

Overall and Major Grade Average (OGA and MGA)

These measures were based on the self-reports of the graduates and were based on the four-point scale. An A/A- was coded as 4 Ø, B+ as 3.5, B/B- as 3.Ø, C+ as 2.5, and C as 2.Ø.

Number of Job Offers (NJO)

The number of job offers was a measure of whether the student was sought after for jobs or whether the student had to go out and find the job. The codes for this variable ranged from Ø=no job offers to 5=five or more job offers.

Occupational Status of First Job (1OS) and Present Job (OS)

Occupational status was measured using the Duncan Socioeconomic Index (Reiss, 1961). The scale is a weighted average of the educational attainment and income level of males using census information on detailed occupational characteristics. The scale's values can range from "Ø" for laborers to "96" for dentists.

Yearly Income for First Job (1YI) and Present Job (YI)

Yearly income was measured using the reports of the graduates and was coded 1=under $10,000 to 9=$17,000 and over. If the graduate did not indicate that he/she was a full-time employee, then income data were deleted from the analysis.

Job Satisfaction (JS)

The job satisfaction scale was developed to measure the degree to which employed graduates are satisfied with their occupation. The scale values ranged from 9=very satisfied to 27=not at all satisfied. Reliability coefficients of .84 for Cronbach's Alpha and correlations of .78 between even and odd items indicated that the scale is consistent.

Additional Education (AE)

Additional education was based on the graduates' indication that they were attending or had in the past attended a graduate, professional, or technical school, or any other type of traineeship. The code was 1=yes and 2=no.

College Preparation (CP)

Graduates rated how well their college prepared them for the future, 1=very well to 5=not at all.

ANALYSIS OF DATA

The data were analyzed using multivariate techniques. Since the nature of this study involved the use of both descriptive and inferential statistics, cross-tabulations were also included and discussed. Multiple regression was used to analyze the relationships between the dependent variable and the independent or predictor variables. The objective was to determine if a significant amount of the variance in the dependent variable can be explained by the set of predictor variables. The F test was used to determine if the amount of variance explained was statistically significant.

The unstandardized regresssion coefficient or B was also computed. The unstandardized regression coefficient is defined as the change in the dependent variable attributable to a unit change in the independent variable. Standardized regression coefficient or Beta, defined as the fraction of the standard deviation of the dependent variable determined by the independent variable, was also reported. The statistical significance of the regression coefficient was measured using the standard errors of B weights. The regression coefficient must equal at least 1.96 times the standard error of B before the coefficient can be considered statistically significant.

CHAPTER 3
FINDINGS

The results of this study are discussed in two forms, descriptive and explanatory. Tables 1-8, 9, 12, 14, 15, 17, and 19 examine the characteristics of the black graduates by the racial composition of the institution (TBI and PWI) that granted the baccalaureate. Tables 1 and 17 also use college control (private and public) as a control variable. Inferential statistics were used to analyze the results presented in Tables 10, 13, 16, and 18.

Characteristics of the graduates are presented in Table 1. An overview of this table indicates that the graduates from the various institutions were quite similar. These black graduates were more likely to be single than married; an overwhelming majority listed Alabama as their residence at 16 years of age (44 percent of private TBI graduates, however, came from states other than Alabama); approximately 60 percent had 3 or more siblings; and the majority of their parents were reported as having less than a college degree.

Some characteristics which tended to differentiate the graduates were spouses' and mothers' education and racial composition of graduates' high school. While the

Table 1. Selected Characteristics of the Respondents and Nonrespondents by Institution that Granted the Baccalaureate

Characteristics	Traditionally Black (TBI)		Predominantly White (PWI)	
	Public	Private	Public	Private
Respondents				
TOTAL NUMBER	63	57	77	13
Sex				
Percent	100	100	100	100
Male	33	35	40	46
Female	67	65	60	54
Age				
Percent	100	100	100	100
21-25 years	35	28	34	31
26-30 years	54	65	58	38
31 and over	11	8	8	31
Marital Status				
Percent	100	100	100	100
Single	49	56	44	54
Married	46	37	49	38
Other	5	7	6	8
Married as Undergrad				
Percent	100	100	100	100
Yes	13	19	18	23
No	87	81	82	77
Number Children				
Percent	100	100	100	100
None	85	77	79	54
One	10	12	10	23
Two or more	5	11	11	23
State of Residence at 16				
Percent	100	100	100	100
Alabama	97	56	91	92
Other States	3	44	9	8
Region of Residence				
Percent	100	100	100	100
South	92	88	95	98
Other	8	12	5	2
Education of Spouse				
Total Number	21	29	39	6
Percent	100	100	100	100
Less than College Degree	38	14	41	33
College Degree or More	62	86	59	67

Table 1 continued

Characteristics	TBI Public	TBI Private	PWI Public	PWI Private
Education of Father				
Percent	100	100	100	100
Less than College Degree	81	78	77	92
College Degree or More	11	13	19	8
Unknown	8	9	4	0
Education of Mother				
Percent	100	100	100	100
Less than College Degree	89	69	71	84
College Degree or More	11	29	28	16
Unknown	0	2	1	0
Number of Siblings				
Percent	100*	100	100	100*
None	6	12	6	15
One	8	11	10	0
Two	14	12	16	15
Three or more	71	65	68	69
High School Racial Composition				
Percent	100	100	100	100
Predom. Black	62	46	49	46
50% Black/White	14	7	16	8
Predom. White	24	47	35	46
Type of Residence at 16				
Percent	100	100	100	100
Open Country	34	27	17	15
City-under 50,000	17	33	31	23
City-50,000 - 250,000	27	26	32	15
City over 250,000 and suburb	20	20	18	46
Nonrespondents				
Total Number	43	37	23	11
Percent	100	100	100	100
Sex				
Male	38	53	48	56
Female	62	47	52	44
Major Field of Study				
Arts&Sciences	16	26	—	—
Business	19	44	—	—
Education	46	15	—	—
Other	19	15	—	—

*Percentages may not equal 100 because of rounding

**Information on college major of nonrespondents from public and private PWI's was not available because of the Privacy Act

majority of the spouses were at least college graduates, spouses of private TBI graduates were more likely to have a college or advanced degree. The educational level of the mother is highest for students who attended the private TBI (29 percent have a college degree or more) and the public PWI (28 percent have a college degree or more). The private TBI and private PWI graduates were more likely to have attended a predominately white high school (47 and 46 percent, respectively) as compared to 35 percent for the public PWI and 24 percent for the public TBI graduates.

Information about the decision to attend college is reported in Table 2. The decision to attend college was likely to have been made in high school, but PWI graduates were more likely to report deciding in elementary school or earlier. This finding implies that the parents of PWI graduates may have played a greater role in their decision to attend college since the decision was made so early. The university that granted the baccalaureate was the "first choice" for over 66 percent of the graduates. If the institution that granted the undergraduate degree was not the "first choice", then the choice was likely to have been a TBI. The exception was the private institution graduate whose "first choice" was more likely to be a PWI.

An examination of Table 3 indicates that the reasons

Table 2. Decisions About Attending College by Characteristic of Institution that Granted the Baccalaureate

Decisions	Institution TBI	PWI
When Decision was Made		
TOTAL NUMBER	120	90
Percent	100.00	100.00
Elementary School or Earlier	18.33	34.44
Junior High School	11.67	13.33
High School	51.67	36.67
After High School	18.33	15.56
College of First Choice		
TOTAL NUMBER	119	90
Percent	100.00	100.00
Institution that Granted Baccalaureate	68.91	66.67
Other Institutions	33.09	33.33
Characteristics of Other Institutions		
TOTAL NUMBER	36	32
Percent	100.00	100.00
Traditionally Black	55.56	59.38
Predominantly White	44.44	40.62

Table 3. Percentage* Distribution of Graduates' Reasons for Attending the Institution that Granted the Baccalaureate by the Institution

Reason	TBI	PWI
TOTAL NUMBER	120	90
General Reputation	43.59	54.44
Curriculum/Faculty	24.14	22.47
Financial Assistance	30.70	41.11
Closeness to Home	42.37	48.89
Large Black Population	37.29	2.25
Low Cost	33.33	34.83
Size of Student Body	9.48	7.87
Family/Friends Attended	24.79	7.87
College Sought me Out	1.75	8.89
College Provided Special Programs	17.54	14.61

*Percentages represent the percent of the students who circled the response category, "very important."

for attending the college that granted the degree were numerous, but the reason rated as "very important" by a larger percentage of graduates was the "reputation" of the institution. Another important factor appears to be the "closeness to home". If graduates are allowed to attend the institution of their choice, it is likely to be one close to home. Financial assistance was also rated as "very important" by a substantial percentage of the graduates. A significantly larger percentage of TBI graduates indicated that "family and friends attending" the institution and "a large black population" played a role in their decision to attend the TBI.

GRADUATES' COLLEGE EXPERIENCE: IS THERE A DIFFERENCE?

The next four tables (Table 4 to Table 7) provide information on factors which may have affected career choices. Table 4 presents the distribution of graduates by major field of study. While education was the most popular academic major (31 percent for TBI's and 23 percent for PWI's), other fields were also popular. TBI graduates were likely to have majored in business (22 percent), social sciences (19 percent), and natural sciences (11 percent). The most popular fields for PWI graduates were social sciences (18 percent), humanities (17 percent), and natural

Table 4. Major Field of Study of Black Undergraduates by Institution That Granted Baccalaureate

Major Field of Study	Institution	
	TBI	PWI
TOTAL NUMBER	120	90
Percent	100.00	100.00
Natural Sciences*	10.83	14.44
Social Sciences**	17.50	21.11
Humanities***	5.00	16.67
Business	21.67	11.11
Education	30.84	23.34
Engineering	.83	1.11
Nursing, Health Professional	5.00	3.33
Nutrition, Home Economics	3.33	2.22
Applied Sciences****	.83	6.67

*Physics, Biology, Chemistry, Mathematics
**Psychology, Sociology, History, Political Science, Economics
***English, Philosophy, Art, Music, Journalism
****Architecture, building technology, electronics

sciences (14 percent). Although the black graduates were majoring in the fields of study that have been traditional for blacks, they were also majoring in less traditional fields, such as natural sciences, humanities and business. The information in Table 4 reflects a possible drift away from the traditional careers. The popularity of the humanities major among PWI graduates, for example, seems to be a reflection of a growing interest in journalism and broadcasting.

Tables 5 and 6 indicate that grade averages in major field of study were similar while overall grade averages for PWI and TBI graduates were found to be significantly different. Chi-square (X^2) was used to determine that the observed difference between TBI and PWI graduates' overall grade averages was statistically significant. TBI graduates were more likely to have A/A- averages (12 percent compared to 1 percent), and PWI graduates were more likely to have C/C+ averages (45 percent compared to 29 percent). These findings indicate that PWI graduates did well in their major fields of study, but less well in distribution requirements; 27 percent of PWI graduates had A/A- averages in majors, but only 1 percent had A/A- overall averages.

There are several plausible explanations for this finding. One is that black graduates of PWI's were only inter-

Table 5. Distribution of Grade Averages for Major Field of Study for Black Graduates by Institution that Granted the Baccalaureate

Grade Averages	Institution (Percentages) TBI	PWI
TOTAL NUMBER	120	90
Percent	100.00	100.00
A/A+	9.32	12.22
A-	19.49	15.56
B+	27.12	17.78
B	22.03	24.44
B-	11.86	14.44
C+	6.78	7.78
C	3.39	7.78

X^2 =5.10, 6 df, not significant at $p < .05$

Table 6. Distribution of Overall Grade Averages of Black Graduates by Institution that Granted the Baccalaureate

Grade Averages	Institution (Percentages) TBI	PWI
TOTAL NUMBER	120	89
Percent	100.00	100.00
A	2.50	0.00
A-	9.17	1.12
B+	17.50	12.36
B	21.67	26.97
B-	20.00	20.22
C+	21.67	26.97
C	7.50	17.98

X^2 =14.16, 6 df, $p<.05$

rested in the major areas and did not study non-major areas. Another explanation might be that distribution requirements at PWI's are more difficult than major courses, so black students did less well. Whatever the explanation, this finding is an important one since overall grade average is the first major factor which differentiates PWI and TBI graduates.

The main sources of information about jobs are listed in Table 7. Graduates were asked to rate the main sources of information about jobs. The top two sources for TBI graduates were career placement offices (3.61) and faculty members (3.88); the main sources for PWI graduates were career placement (3.74) and fellow students (3.56). The two statistically significant differences between TBI and PWI graduates were that TBI graduates were more likely to rate recruiters as main sources of information and PWI graduates were more likely to rate fellow students as main source of job information.

These findings suggest that students at TBI's may have greater access to recruiters than black students at PWI's because recruiters interested in black employees are more likely to go where a concentration of blacks are to be found. The importance of the job information of fellow students suggests that black PWI graduates may have taken ad-

Table 7. Average Ratings* (Means) of Main Sources of Information About Jobs, Salaries, etc. While Undergraduates by Institution that Granted Baccalaureate

Sources	Institution		Degrees of Freedom	T-test Difference between Means
	TBI	PWI		
Recruiters	4.37	5.61	165	-3.248**
Undergraduate Advisors	4.17	4.45	165	- .752
Faculty Members	3.88	4.01	168	.364
Career Placement Office	3.61	3.74	174	- .344
Other School Officials	5.59	5.96	174	-1.411
Books, brochures Newspapers	4.06	3.82	174	.663
Fellow students or Friends	4.71	3.56	164	3.365**
Family members or Friends	4.15	4.11	164	.099

*Rank of Importance 1 through 9 with 1 being most important
**Significant at $p<.05$

vantage of a broader range of occupational information available at the PWI's because of the diverse student population. The PWI graduates may also trust the information of fellow students more than other sources.

The Pearsonian correlations in Table 8 are descriptive presentations of the data. An analysis of the correlation matrix suggests that sex and the year graduated from college were not significant factors and did not need to be controlled for when predicting career status. The significant correlation between college preparation and number of job offers suggests that graduates may feel that their college prepared them well if they received a number of job offers. The number of job offers was significantly correlated with overall grade average. The rating of how well college prepared the graduate did not appear to be related to overall grade average, however.

The correlations also provide additional support for the decision to include selected variables in the multivariate analyses. To understand more about the relationship between the variables, correlations are presented which indicate the best single predictors of overall grade average, job status, income level, and job satisfaction. Overall grade average was best predicted by TBI public (D2) and PWI public (D3) (r=.21 and -.24, respectively,

Table 8. Correlation Matrix for Selected Variables for Full-time Employed Graduates (N=185)*

	D1	D2	D3	SEX	YG	OGA	MGA	CP	NJO	1OS	1YI	OS	JS	YI	AE	SES
PRIVATE TBI (D1)	---															
PUBLIC TBI (D2)	-40	---														
PUBLIC PWI (D3)	-46	-50	---													
SEX	02	07	-06	---												
YEAR GRADUATED (YG)	-03	01	00	14	---											
OVERALL GRADE (OGA)	05	21	-24	18	15	---										
MAJOR GRADE (MGA)	00	07	-06	12	11	64	---									
COLLEGE PREP (CP)	04	-02	00	-01	-11	-04	-06	---								
JOB OFFERS (NJO)	04	-06	-01	-08	03	22	14	20	---							
1st JOB (1OS)	00	02	-09	05	06	20	-11	-14	14	---						
1st INCOME (1YI)	17	-10	-05	-10	13	17	03	11	08	32	---					
JOB STATUS (OS)	04	-17	06	07	00	10	06	-17	05	67	24	---				
JOB SATISFACTION (JS)	04	05	-05	-02	-07	-04	-14	22	-12	-09	-13	-17	---			
YEARLY INCOME (YI)	13	-10	-06	-16	-19	04	01	-17	16	24	41	32	-25	---		
ADDITIONAL ED (AE)	-07	18	-02	-03	-00	-02	-10	-04	04	-15	-12	-29	19	-18	---	
PARENT'S SES (SES)	02	-17	18	-06	-02	08	06	04	03	03	20	07	01	05	-01	---

*Decimals were omitted from matrix

p<.Ø5). The best single predictor of occupational status of first job was overall grade average (r=.2Ø, p<.Ø5). The best predictors of first yearly income were first job status and parents' SES (r=.32 and .2Ø, respectively, p<.Ø5). Both present yearly income and present job status were best predicted by first income and first job status. Additional education was also significantly correlated to present job status (r=-.29, p<.Ø5).

POSTBACCALAUREATE CAREER INFORMATION

Table 9 shows that PWI graduates were more likely than TBI graduates to have completed or be pursuing additional education. Table 1Ø provides additional support for this finding. Private PWI graduates were more likely than other graduates to seek advanced training.

Tables 11 and 12 provide data which show that black graduates are employed full-time and pursuing careers in the professional and technical fields or in managerial and administrative positions. Only a small percentage of the graduates were unemployed and looking for work. This finding may, of course, be overly positive given the fact that unemployed graduates may be less likely to return questionnaires.

The regressions predicting occupational status of first

Table 9. Postbaccalaureate Education of Black Graduates by Institution that Granted the Bachelor's Degree

Post-Baccalaureate Education	Institution TBI	PWI
Additional Education		
TOTAL NUMBER	120	90
Percent	100.00	100.00
Yes	28.33	41.11
No	71.67	58.89
Type of School		
TOTAL NUMBER	34	37
Percent	100.00	100.00
Graduate or Professional	79.41	89.19
Technical	2.94	0.00
Traineeships	17.65	10.81
Time of Attendance		
TOTAL NUMBER	34	37
Percent	100.00	100.00
Attending Now	44.12	43.24
Attended Previously	55.88	56.76

Table 10. Regressions Predicting Postbaccalaureate Training

Independent Variables	Dependent Variable Additional Education (AE)			
	B	Beta	Std. Error B	R^2
D1	.27	.26	.14	.01
D2	.45*	.45	.14	.05
D3	.29*	.31	.14	.00
OGA	-.06	-.07	.06	.01
lOS	-.01	-.06	.00	.01
lYI	-.02	-.06	.02	.01
SES	-.00	-.01	.00	.00
Constant	1.81			
Total R^2	.09			
Degrees of Freedom	7/189			
F	2.56*			

* $p < .05$, F significant, two-tailed test

Table 11. Present Employment and Educational Status of Black Graduates by Institution that Granted the Baccalaureate

Employment and Educational Status	Institution	
	TBI	PWI
TOTAL NUMBER	120	90
Percent	100.00	100.00
Employed Full-Time only	82.50	77.78
Employed Full-Time plus Enrolled in School	9.17	5.56
Employed Part-Time only	.83	0.00
Employed Part-Time plus Enrolled in School	.83	3.33
Unemployed, Looking for Work	4.17	3.33
Unemployed, Not Looking for Work	0.00	1.11
In Graduate or Professional School Only	2.50	8.89

Table 12. Detailed Occupational Distribution of Black Graduates by Institution that Granted the Baccalaureate, 1980

Occupation	Institution			
	TBI		PWI	
	Number	Percent	Number	Percent
TOTAL NUMBER	120	100.00	90	100.00
Professional, Technical and Kindred Workers*	72	60.00	53	58.89
Accountants	3	2.50	-	-
Computer Specialists	2	1.67	-	-
Engineers	3	2.50	-	-
Lawyers	2	1.67	2	2.22
Personnel and Labor Workers	4	3.33	2	2.22
Physicians and Related Practitioners	3	2.50	4	4.44
Nurses, Dietitians, and Therapists	7	5.83	4	4.44
Teachers—College and University	1	.83	5	5.56
Teachers—Except College and University	33	27.50	20	22.22
Vocational and Educational Counselors	7	5.83	1	1.11
Artists, Editors, Reporters, Entertainers, etc.	3	2.50	4	4.44
Social and Recreation Workers	2	1.67	6	6.67
Scientists	-	-	3	3.33
Other	2	1.66	2	2.22
Managers and Administrators, including Military Officers	18	15.00	13	14.44
Sales Workers	6	5.00	2	2.22
Clerical and Kindred Workers	9	7.50	4	4.44
Craftsmen	3	2.50	2	2.22
Service Workers	2	1.67	3	3.33
Other				
Student	4	3.33	9	10.00
Housewife	1	.83	-	-
Unemployed	5	4.17	3	3.33

*Type of professional, technical and kindred Occupation listed if more than one graduate was so employed.

and present job are reported in Table 13. The best predictor of occupational status of first job was found to be overall grade average. Each point increase in overall grade average is equal to a 7 point increase in occupational status. The best predictors of present job status was first job status and additional education. Obtaining additional education meant a 1 point increase, and each 10 points of first occupational status was equal to 4.6 points in additional status for the present job.

The finding that overall grade average was the best predictor of occupational status of first job is a particularly important one, given the previous finding that PWI graduates were less likely to have an A or B overall grade average. While there may be an advantage to graduating from a PWI, the tendency of black graduates to receive C/C+ overall grade averages may negate the positive impact of having a PWI degree.

Tables 14 and 15 give information on the types of industries that hire black graduates. Over 70 percent of the graduates worked for professional and related services (e.g., offices of physicians, hospitals, health services, elementary or secondary schools, colleges and universities, and accounting services), or government agencies. Construction and manufacturing industries employed 21 per-

Table 13. Regressions Predicting Occupational Status of First Full-Time Job and Present Full-Time Job

Independent Variables	Dependent Variables: First Job B	Beta	Std. Error B	R^2	Present Job B	Beta	Std. Error B	R^2
D1	-2.32	-.06	5.08	.00	-.39	-.01	4.00	.00
D2	-.15	-.00	5.03	.00	-4.91	-.16	3.95	.01
D3	-.54	-.02	5.00	.00	-.67	-.02	3.92	.00
OGA	7.04*	.23	2.25	.05	.62	.02	1.83	.02
SES	.16	.08	.01	.00	-.13	-.07	.13	.00
lOS					.46*	.52	.06	.23
lYT					.59	.08	.52	.04
AE					-.10*	-.24	.03	.05
Constant	40.70				38.44			
Total R^2	.05				.35			
Degrees of Freedom	5/191				7/177			
F	2.50*				11.56*			

*p < .05, F significant, two-tailed test

Table 14. Employers of Black Graduates by Type of Institution

Type of Industry	TBI	PWI
TOTAL NUMBER	110	78
Percent*	100.00	100.00
Construction/Manufacturing	8.18	3.85
Communication and Entertainment	4.54	10.26
Business, Insurance, Wholesale, Retail Trade	12.73	8.97
Professional and Related Services	51.82	57.69
State/Local and Federal Government	22.73	19.23

* Percentages may not add to 100 due to rounding errors.

Table 15. Employers of Black Graduates by Major Field of Study

Type of Industry	Applied & Natural Sciences	Social Sciences	Humanities	Business	Education	Nursing and Health Professions
TOTAL NUMBER	28	30	20	34	54	22
Percent	100	100	100	100	100	100
Construction, Manufacturing	21	0	0	9	2	0
Communication, Entertainment	4	3	40	6	4	9
Business, Insurance, Retail Trade	7	3	10	38	7	0
Professional and Related Services	39	47	40	12	81	95
State, Local, and Federal Government	29	47	10	35	6	5

cent of the natural science majors; 40 percent of humanities majors worked for communications (e.g., radio broadcasting and television) and entertainment industries (e.g., theater and motion pictures); and 30 percent of business majors were employed in a business-related field.

The predictors of job satisfaction are reported in Table 16. The findings suggest that the best predictors of job satisfaction were present yearly income and grade average in major. The higher the yearly income and the higher the grade average in major, the higher the satisfaction level with the present job. Impressions gained from reading comments from graduates, about their satisfaction with life since graduation, indicate that many graduates were not satisfied because they were not working in their major field. These results suggest that graduates who did well in their major areas may be more competent, or at least feel more competent, in their jobs. This competence may be rewarded by employers, and graduates may feel more satisfied with their jobs.

YEARLY INCOME

Data on income levels are presented in Tables 17 and 18. An examination of Table 17 shows that starting incomes for the graduates were relatively low, even for the

Table 16. Regressions Predicting Job Satisfaction (JS)

Independent Variable	Dependent Variable Job Satisfaction			
	B	Beta	Std. Error B	R^2
D1	1.13	.12	1.35	.00
D2	.79	.09	1.34	.00
D3	.29	.03	1.33	.00
YI	-.29*	-.20	.12	.06
OS	-.03	-.12	.02	.01
MGA	-1.03*	-.14	.52	.02
SES	-.01	-.02	.04	.00
Constant	23.45			
Total R^2	.09			
Degrees of Freedom	7/175			
F	2.84*			

* p <.05; F significant, two-tailed test

Table 17. Starting Annual Income of Black Graduates by Undergraduate Major Field of Study

Yearly Income	Major Field of Study					
	Social Science	Humanities	Business	Education	Nursing & Health Professions	Applied & Natural Sciences
TOTAL NUMBER	39	21	36	58	21	33
Percent*	100	100	100	100	100	100
under $10,000	47	76	58	43	45	30
$10,000-11,999	26	10	27	36	36	23
$12,000-13,999	14	5	6	10	18	27
$14,000-15,999	3	0	3	7	0	10
$16,000 & over	10	10	6	3	0	20

*Percentages may not add to 100 due to rounding errors.

South. With the exception of natural science majors, over forty percent of other graduates made less than $10,000 a year on their first full-time job.

An analysis of Table 18 indicates that the best predictors of first yearly income were overall grade average and parents' socioeconomic status. For graduates earning $10,000 to $17,000 a year, an A average rather than a B average was worth $648. Each point increase in parents' status (SES) was worth a $39 increase in yearly income.

The best predictors of present income level were found to be first yearly income and occupational status. Since the occupational status index is based on the incomes of occupations in addition to prestige ratings, this finding is not surprising. The relationship between present income and additional education is unclear since many graduates are still in graduate school or advanced training programs. The relatively low income levels for the graduates may also reflect the fact that many are also in school while they are employed. The data, however, in Table 18 reflect the incomes of only those graduates who indicated that they were employed full-time. The fact that many graduates are obtaining additional education may be an additional indication that they are not satisfied with their present income levels.

Table 18. Regressions Predicting First Yearly Income and Present Yearly Income for Full-time Employment

Independent Variables	Dependent Variables: First Yearly Income				Present Yearly Income			
	B	Beta	Std. Error B	R^2	B	Beta	Std. Error B	R^2
D1	.61	.14	.57	.03	-.47	-.07	.82	.00
D2	.20	-.05	.57	.03	-.90	-.14	.81	.00
D3	.03	.01	.56	.00	-.91	-.15	.80	.00
OGA	.65*	.18	.25	.03	-.34	-.06	.37	.00
SES	.04*	.15	.01	.00	-.04	-.09	.03	.01
lYI					.55*	.36	.11	.17
OS					.06*	.31	.01	.08
Constant	-.25				1.67			
Total R^2	.09				.26			
Degrees of Freedom	5/194				7/176			
F	3.81*				9.06*			

* p < .o5, F significant, two-tailed test

Table 19 gives the average occupational status and income level of the black graduates by characteristics of the institution that granted the baccalaureate. The mean status score for occupations is highest for PWI graduates. Each group of graduates has, however, experienced upward mobility in terms of occupational status from first job to present job. While PWI graduates have higher average occupational status scores, private TBI graduates have higher median income levels.

When the findings from this study are compared to the findings of the survey of Recent College Graduates released by the National Center for Education Statistics (1981), the yearly income levels of college graduates were similar to those of black college graduates from select four-year institutions in Alabama. The national survey found that full-time employed black college graduates earned $10,400 in yearly income and white college graduates earned $11,400. An examination of Table 19 indicates that these figures are comparable to those earned by graduates from Alabama's four-year institutions.

Table 19. Mean Occupational Status and Median Yearly Income Level by Institution that Granted the Baccalaureate

	TBI		PWI	
	Private Avg. N	Public Avg. N	Private Avg. N	Public Avg. N
Mean Occupational Status (Duncan Ratings)				
First Job	60 (53)	58 (60)	61 (11)	62 (71)
Present Job	67 (53)	65 (56)	68 (11)	67 (68)
Median Yearly Income (Dollars)				
First Job	10,550(53)	10,300 (60)	<10,000(11)	<10,000(71)
Present Job	14,500(53)	12,999 (56)	12,500(11)	13,650(68)

CHAPTER 4
SUMMARY AND CONCLUSIONS

The major objective of this report was to examine the factors related to the postbaccalaureate career attainment of black graduates from select four-year institutions in Alabama. Questionnaires were mailed to a random sample of 300 black graduates from private and public traditionally black institutions (TBI's) and from a public predominately white institution (PWI); questionnaires were mailed to each of the 24 black graduates of the private PWI. After follow-up mailings, 210 questionnaires were returned. The data were analyzed using both descriptive and inferential statistics.

The major descriptive findings were as follows: (1) The decision to attend college was likely to have been made in high school, but PWI graduates were more likely to have reported making the decision in elementary school or earlier. (2) The "reputation" of the institution was rated as "very important" in the decision to attend the institution that granted the baccalaureate by the largest percentage of the graduates. Graduates were also likely to rate "low cost" and "closeness to home" as very important to

their decision. TBI graduates were more likely to indicate that "family and friends attending" the institution and "a large black population" were "very important" to their decision to attend a TBI. (3) Although a larger percentage of black graduates majored in traditional fields, such as education and the social sciences, a majority of the graduates majored in other less traditional fields, such as business, humanities, and natural sciences. (4) Overall grade average was the major factor which differentiated PWI and TBI graduates. PWI graduates were more likely to have a "C" average, and TBI graduates were more likely to have an "A" or "B" average. (5) The graduates rated career placement offices and faculty members as their main sources of information about jobs. The two significant differences between the graduates were that TBI graduates were more likely to rely on recruiters for job information while PWI graduates were more likely to depend on information from fellow students. (6) An overwhelming majority of the graduates reported that they were employed as professionals, technical workers, administrators, or managers. The major employers of the graduates were professional services and governmental agencies.

Multivariate techniques were used to determine the best predictors of additional education, occupational status,

yearly income, and job satisfaction. The major results from these analyses were the following: (1) The best predictor of additional information was being a private PWI graduate. (2) The best predictor of occupational status of first job was overall grade average. (3) The best predictors of occupational status of present job were first job status and additional education. (4) Overall grade average was the best predictors of the yearly income of the first job. (5) The best predictor of yearly income level for the present job were the first yearly income and occupational status. (6) Job satisfaction was best predicted by present yearly income and grade average in the major.

In conclusion, the first jobs with the highest status and income levels were likely to go to graduates with the highest overall grade averages. While the majority of the graduates were employed as professionals, administrators, or managers, private PWI graduates were more likely to have jobs with higher occupational status scores. Private TBI graduates were more likely to earn higher incomes. Since many graduates were still pursuing their advanced degrees, the full impact of additional education on occupational status and income level could not be measured. There is evidence, however, to suggest that additional education increased the occupational status of those who had completed their advanced degrees.

POLICY IMPLICATIONS

Although there may be some advantages to receiving a degree from a private institution or a PWI, the major factor affecting the initial entry into a career was found to be overall grade average. Given the importance of overall grade average, a review of the general distribution requirements should be undertaken. What is it about PWI general distribution courses that make them so difficult? Is it the course content, the size of the classes, or the lack of emphasis placed on them by academic advisors? Since college emphasis is likely to be placed on major requirements, an understanding of how employers are evaluating the grade averages of prospective employees might be beneficial. If employers are more concerned about overall grade averages than major grade averages, universities and colleges should be the first to know and should relate this information to their students.

The analysis of the data provides clear support for the rejection of any changes in the dual systems in the Adams states which would adversely affect the ability of black graduates to receive a college degree. The current retrenchments from the goals of equal access to higher education may mean that the current trend of upward mobility for blacks could quite easily become a trend toward

downward mobility. Policy makers, who are concerned that the progress made over the past decades should not be jeopardized, must make sure that any changes in the dual systems provide, at the very least, comparable access to higher education for black students.

APPENDIX A

SURVEY OF BLACK GRADUATES OF SELECTED INSTITUTIONS IN ALABAMA

This study is being conducted among black graduates of selected institutions in Alabama We are primarily interested in your attitudes and opinions about your college experience and in what you are doing now that you have graduated from college.

Please read the questions very carefully and answer all questions to the best of your ability. Your cooperation is greatly appreciated.

Official Use
1__2__3__4__5__

First, we would like to know a little about you and your family. Please circle the number next to the appropriate answer.

6. What is your sex?
   1. male
   2. female

7. What is your race?
   1. black
   2. white
   3. other

8. How old were you at your last birthday?
   1. under 21 years
   2. 21-25
   3. 26-30
   4. 31-35
   5. 36-40
   6. 41-45
   7. 46-50
   8. 51-55
   9. 56-60
   10. 61 and over

9. What is your marital status?
   1. single
   2. married
   3. widowed
   4. divorced
   5. separated

10. Were you married while in undergraduate school?
    1. yes
    2. no

10a If yes, what year were you in college when you got married?
    1. Freshman
    2. Sophomore
    3. Junior
    4. Senior

11. How many children do you have?
    1. none
    2. one
    3. two
    4. three
    5. four
    6. five or more

1

11a Did you have any children while you were an undergraduate student? If so, how many?

1. none
2. one
3. two
4. three
5. four
6. five or more

12. If you are married, what is the level of school completed by your spouse (husband or wife)?

1. eighth grade or less
2. some high school
3. high school graduate
4. some technical college
5. some college
6. technical school graduate
7. associate degree
8. college degree
9. graduate or professional degree
10. inappropriate, not married

13. What is the highest level of school completed by your father or male guardian?

1. eighth grade or less
2. some high school
3. high school graduate
4. some technical school
5. some college
6. technical school graduate
7. associate degree
8. college degree
9. graduate or professional degree
10. inappropriate

14. What is the highest level of school completed by your mother or female guardian?

1. eighth grade or less
2. some high school
3. high school graduate
4. some technical school
5. some college
6. technical school graduate
7. associate degree
8. college degree
9. graduate or professional degree
10. inappropriate

15. When you entered college, was your father or male guardian employed?

1. yes
2. no, he was not living
3. no, he was retired
4. no, he was unemployed
5. no, other than reasons given above
6. don't know

16. When you entered college, what was your father's or male guardian's occupation? Please be specific. If your father or male guardian was retired or not living, what was his occupation?

_____

17. When you entered college was your mother or female guardian employed?

1. yes
2. no, she was not living
3. no, she was retired
4. no, she was unemployed
5. no, other than reasons given above
6. don't know

18. When you entered college, what was your mother's or female guardian's occupation? Please be specific. If your mother or female guardian was retired or not living, what was her occupation?

_____

19. How many brothers and sisters do you have?

1. none
2. one
3. two
4. three
5. four
6. five or more

20. Are you the first born or only child, 2nd, 3rd, etc.?

1. first or only
2. 2nd
3. 3rd
4. 4th
5. 5th or more
6. last born

21. Which of these comes closest to the type of place you were living in when you were 16 years old?

1. in open country, but not on a farm
2. on a farm
3. in a small city or town (under 50,000)
4. in a medium-size city (50,000-250,000)
5. in a suburb near a large city
6. in a large city (over 250,000)

22. In what state or foreign country were you living when you were 16 years old?

_____

Now we would like to ask a few questions about your college experiences.

23. What was your major in college? Please be specific. _____

23a Did you have a minor in college?
1. yes
2. no

24. What was your overall undergraduate grade average? If you cannot remember, make an estimate.
1. A
2. A-
3. B+
4. B
5. B-
6. C+
7. C
8. C- or less

25. What was your grade average in your major when you graduated?
1. A
2. A-
3. B+
4. B
5. B-
6. C+
7. C
8. C- or less

26, Would you say that while in undergraduate school you were:
1. a very good student
2. a good student
3. an average student
4. a poor student
5. a very poor student

Think back for a moment and try to remember what you expected college to be like before you got there. In what ways did it turn out to be the same or different than you expected?

Please circle the appropriate answer	Better Than Expected	Same As Expected	Poorer Than Expected
27 Intellectual demands or academic challenge of college	1	2	3
28 Attention to individuals, help with problems	1	2	3
29. Living conditions, dorms, food, etc.	1	2	3

	Better Than Expected	Same As Expected	Poorer Than Expected
30. Social life, extracurricular activities	1	2	3
31. Student-body's awareness, involvement	1	2	3

32. At what point in your life did you decide that you were going to college? _____

How did you decide to go to college? Which of the following would you say were important in your decision?

	Very Important	Important	Not Important
33. Career plans required college degree	1	2	3
34. Always wanted to go	1	2	3
35. Decided as a child	1	2	3
36. Family expected or wanted it or made it possible	1	2	3
37. High school teachers or counselors wanted, expected it or made it possible	1	2	3
38. Friends all were going and made me want to; peer influence	1	2	3
39. Community leaders or family friend expected, wanted or made it possible	1	2	3
40. Anticipated increased economic opportunity	1	2	3
41. This college sought me out	1	2	3
42. This college provided special programs in which I had interest	1	2	3
43. Availability of scholarship or other financial assistance	1	2	3

44. Other (Specify)_____

45. How would you rate your high school academic preparation for college level work? Was it:
    1. Excellent
    2. Good
    3. Fair
    4. Poor
    5. _____

46. From what type of high school did you graduate?
    1. Predominantly black
    2. 50% black, 50% white
    3. Predominantly white
    4. Other_____

47. Did you attend any other college or technical school before enrolling in the college from which you graduated?
    1. yes, a 2-year college
    2. yes, a 4-year predominantly black institution
    3. yes, a 4-year predominantly white institution
    4. no

48. Were you a veteran?
    1. yes
    2. no

Which characteristics from the list below were important in your decision to go to the college from which you graduated?

	Very Important	Important	Not Important
49. General reputation or academic standing	1	2	3
50. Curriculum or faculty in one field or department	1	2	3
51. Scholarships or other financial assistance	1	2	3
52. Closeness to home	1	2	3
53. Large black population	1	2	3
54. Low cost	1	2	3
55. Size of student body	1	2	3
56. Family and/or friends have attended this college	1	2	3
57. This college sought me out	1	2	3

	Very Important	Important	Not Important
58. This college provided special programs	1	2	3
59. Other (Specify)_____	1	2	3

60. How well do you consider that your undergraduate studies prepared you for a career after graduation?

1. Very well
2. Well
3. Fairly well
4. Poorly
5. Not at all

61. During college what were your main sources of information about possible jobs, salaries, working conditions, and the like? Rank in order of importance to you with numbers 1 through 9.

__A. Recruiters
__B. Undergraduate advisors
__C. Faculty Members
__D. Career Placement Office
__E. Other school officials
__F. Books, brochures, newspaper
__G. Fellow students or friends
__H. Family members or friends of the family
__I. Other (Specify)_____

Now let's talk a little about your career experiences.

62. What are you presently doing?

1. employed full time
2. employed part-time only
3. employed part-time plus going to school
4. going to school full-time
5. unemployed looking for employment
6. unemployed, not looking for employment
7. housewife, unemployed, not looking for employment
8. in Graduate school only
9. Other (Specify) _____

63. Approximately how many job offers did you get after graduating from college? Would you say:

1. none
2. one
3. two
4. three
5. four
6. five or more

64. If you did get job offers, what kind were they?

1. sales
2. accounting
3. teaching
4. social work
5. other (Specify)_____

_____

65. When you got your first full time job after graduation, what was your title? Specify_____

66. When you got your first full time job after graduation, what was your annual starting salary?

1. Under $10,000
2. 10,000-10,999
3. 11,000-11,999
4. 12,000-12,999
5. 13,000-13,999
6. 14,000-14,999
7. 15,000-15,999
8. 16,000-16,999
9. 17,000 and over

67a. What is your job at present?_____

67b What do you do on this job?

_____

68a If unemployed, what do you realistically think will be your job?

_____

68b What do you think you will do on your anticipated job?_____

_____

69a What industry or employer do you work for? _____

69b If unemployed, what industry do you want to work for?

1. Agriculture, forestry, fisheries, mining, construction
2. Manufacturing
3. Transportation, communication, and other public utilities
4. Wholesale and retail trade
5. Finance, Insurance, Real Estate, Business, and Repair Service
6. Personal Services
7. Entertainment and Recreation Service
8. Professional and Related Services
9. State, local, and federal government
10. Other (Specify)_____

_____

70. If employed, would you recommend your job to a friend?

1. yes
2. maybe
3. no

If unemployed, go to Question ___.

All in all how satisfied would you say that you are with your present job? We would like to know how satisfied you are with the following things.

Please circle the number under the appropriate answer	Very Satisfied	Satisfied	Not at all Satisfied
71. Chances for promotion	1	2	3
72. Opportunity to develop own special skills	1	2	3
73. Friendliness and helpfulness of co-workers	1	2	3
74. Receive enough help and equipment to get the job done	1	2	3
75. The pay	1	2	3
76. The authority to do the job	1	2	3
77. The challenge of the work	1	2	3
78. The enjoyableness of the work	1	2	3
79. Fairness of treatment	1	2	3

80. Please indicate which best represents your yearly income whether employed or unemployed

1. Under $10,000
2. 10,000-10,999
3. 11,000-11,999
4. 12,000-12,999
5. 13,000-13,999
6. 14,000-14,999
7. 15,000-15,999
8. 16,000-16,999
9. 17,000 and over

81. All in all how satisfied would you say that you are with the way things have gone in your life since you graduated from undergraduate school?
1. Very satisfied
2. Satisfied
3. Somewhat satisfied
4. Not satisfied at all

82. If not satisfied at all, please indicate why?_____
_____
_____

83. Why are you in or not in the job of your first choice?_____
_____
_____

84. Was the college that you graduated from your first choice?
1. yes
2 no

85. If no, what was your first choice? Specify._____

86a Was the college you first attended the one that you graduated from?
1. yes
2. no

86b If no. why didn't you _____
_____
_____
_____

87a What is the highest degree that you have received? Please be specific.

_____

87b If you are presently receiving any additional education or training or have in the past received some, please indicate what it is or was.

_____

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ABOUT THE AUTHOR

Rhoda Barge Johnson is associate professor of Sociology and Director of the Minority Access to Research Careers Training Program at Tuskegee Institute. She is one of the co-authors of the report, Career Education in a University: an Evaluation. She is currently involved in several other research efforts which examine the relationship between education and employment.

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